



The University of the State of New York The State Education Department

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	441600010000
District	Newburgh City School District
District Address	124 Grand Street, Newburgh, New York 12550
Superintendent	Dr. Roberto Padilla
Date(s) of Review	May 19-20, 2015

District Information Sheet			
Grade Configuration	Pre K - 12	Total Enrollment	11,606
		Number of Schools	13
District Composition (<i>most recent data</i>)			
% Title I Population	67	% Attendance Rate	95
% Free Lunch	59	% Reduced Lunch	8
% Limited English Proficient	13	% Students with Disabilities	15
Racial/Ethnic Origin (<i>most recent data</i>)			
% American Indian or Alaska Native	0	% Black or African American	25
% Hispanic or Latino	48	% Asian or Native Hawaiian/Pacific Islander	2
% White	22	% Multi-Racial	3
Personnel (<i>most recent data</i>)			
Years Superintendent Assigned to District	1	# of Deputy/Assistant Superintendents	5
# of Principals	14	# of Assistant Principals	26
# of Teachers	864	Avg. Class Size	23
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	2
% Teaching with Fewer Than 3 Years of Experience	2	Average Teacher Absences	10
Teacher Turnover Rate – Teachers < 5 years exp.	23	Teacher Turnover Rate – All Teachers	15
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	17	Mathematics Performance at levels 3 & 4	18
Science Performance at levels 3 & 4 (4th Grade)	82	Science Performance at levels 3 & 4 (8th Grade)	54
Student Performance for High Schools (2013-14)			
ELA Performance at levels 3 & 4	77	Mathematics Performance at levels 3 & 4	82
Credit Accumulation High Schools Only (2013-14)			
4 Year Graduation Rate	70	6 Year Graduation Rate	74
% of earning Regents Diploma w/ Advanced Des.	15		
Current NYSED Accountability Status			
# of Reward Schools	0	# of Priority Schools	1
# of Schools In Good Standing	5	# of Focus Schools	6
# of LAP Schools	0		

District Accountability Status

Met Adequate Yearly Progress (AYP) in ELA (indicate Y / N / N-A)			
American Indian or Alaska Native		Black or African American	N
Hispanic or Latino	N	Asian or Native Hawaiian/Other Pacific Islander	Y
White	N	Multi-Racial	Y
Students with Disabilities	N	Limited English Proficient	N
Economically Disadvantaged	N		
Met Adequate Yearly Progress (AYP) in Mathematics (indicate Y / N / N-A)			
American Indian or Alaska Native		Black or African American	N
Hispanic or Latino	N	Asian or Native Hawaiian/Other Pacific Islander	Y
White	Y	Multi-Racial	Y
Students with Disabilities	N	Limited English Proficient	N
Economically Disadvantaged	N		
Met Adequate Yearly Progress (AYP) in Science (indicate Y / N / N-A)			
American Indian or Alaska Native		Black or African American	N
Hispanic or Latino	N	Asian or Native Hawaiian/Other Pacific Islander	Y
White	N	Multi-Racial	
Students with Disabilities	N	Limited English Proficient	N
Economically Disadvantaged	N		

DISTRICT PRIORITIES AS WRITTEN BY THE DISTRICT:

- District-Wide Systems
- Effective Leadership
- Educational Equity and Excellence
- Family and Community Engagement
- Supportive Learning Environment

Information about the review

- The review of the district was conducted by an Outside Educational Expert (OEE), a representative from the New York State Education Department, a Special Education School Improvement Specialist (SESIS) representative and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The Integrated Intervention Team (IIT) reviews of three schools in the district also informed the district review.
- In preparation for the district review, reviewers analyzed district-level data and consulted with various offices within NYSED to help inform reviewers' questioning and their understanding of the district.
- During IIT school reviews in the district, reviewers visited 157 classrooms across the three schools and IIT reviewers conducted focus group interviews with students, staff, and parents.
- District reviewers conducted interviews with district leadership, central office staff, and a focus group of principals. In addition, the OEE visited two schools the day before the review to meet with school leaders to gather evidence to inform the process.
- The district administered a student survey in April – May 2015 and the results were not available.
- The district administered a staff survey in April – May 2015 and the results were not available.
- The district administered a parent survey in April – May 2015 and the results were not available.
- On the first day of the review, the District Leader was not able to attend because of other district commitments in Washington DC.

Tenet 1 - District Leadership and Capacity: The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
1.1	The district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.2	The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.3	The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.4	The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.5	The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 1:				X	

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
2.1	The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
3.1	The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
4.1	The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
5.1	The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
6.1	The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

District Review – Findings, Evidence, Impact and Recommendations:

<p>Tenet 1 - District Leadership and Capacity: The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.</p>	<p>Overall Tenet Rating</p>	<p>Stage 2</p>
<p>Statement of Practice 1.1: The district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.</p>	<p>Tenet Rating</p>	<p>Stage 2</p>

Overall Finding:

- The district staff has developed initial systems to support the recruitment, retention, and evaluation of staff; however, inconsistencies within the systems limits the district staff ability to ensure schools have high quality staff that met the need of all students.

Evidence/Information that Led to this Finding:

- The district leadership reported in interviews that district staff uses an overarching approach for recruiting that includes posting available opening internally and advertising positions externally. The district leader states that although district has relatively low turnover rate but the district leader states that the district seeks to refresh its personnel pool through canvassing wider than the Preferred Eligibility list for candidates. During discussions with the Integrated Intervention Team (IIT or review team), the district staff reported that announcements about vacancies are sent to higher education institutions in New York City and to historically black colleges across the country to widen the pool of diverse applicants. The process also involves greeting and screening candidates to assess skills and credentials, which includes observing lesson demonstrations and checking certifications via the on-line application system. The district leader states that although the recruitment process is thorough, there is room to refine the process to ensure the best candidates.
- District leaders and school leaders state that there are concerns about the teacher evaluation system in operation in schools across the district. The most recent data from the Annual Professional Performance Review (APPR) indicates that 91 percent of teachers are rated as “effective” or “highly effective.” The IIT found that the ratings from the APPR do not align with the instructional practices observed during school visits or with student achievement data of most schools. District leaders report concerns about the accuracy of the teacher evaluation system and its effectiveness as a tool for supporting teachers to become better educators. District staff and school leaders report that the evaluation system is not structured in a way that enables written feedback to be given to teachers. Although the district staff has established a process for principal evaluations; however, some school leaders report that do not consistently receive timely feedback, which reduces the impact and effectiveness of the evaluation.
- District leaders have established a professional development (PD) program for school staff. Evidence from school reviews indicates that the PD offered does not address the individual needs of schools. In

addition, the IIT found minimal evidence to show that the district staff rigorously evaluates the PD to determine how well it improves professional practices for both new and tenured teachers.

Impact Statement:

The current protocols for evaluating teacher effectiveness are not leading to improvements in instructional practices. As a result, student achievement remains low.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- evaluate and modify the district’s protocol for providing teachers with feedback to encourage teachers to focus on student learning and student achievement. Provide teachers and school leaders the option of frequent informal observations that focus on giving specific feedback and on supporting teachers to adjust their instructional practices to meet the needs of all subgroups of students and monitor teachers’ implementation of feedback to ensure teachers have adjusted their instructional practices to target improvements in student learning and achievement.

Statement of Practice 1.2.: The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.

Tenet Rating

Stage 2

Overall Finding:

- The district’s Vision 2020 plan sets a theory of action with district-wide expectations that have been shared with the school community. The district has focused on transparency, accountability, and partnership with stakeholders by introducing systems and support to set high expectations and monitor the work done at a district and school level. However, the work done is in the early stages and efforts are not yet embedded or sustained to fully meet school and community identified needs.

Evidence/Information that Led to this Finding:

- The district leader reported that prior to beginning his position he conducted a “listening and learning tour” to meet with various constituents including students, parents, teachers, support staff, administrators, central office, law enforcement, professional organizations, community leaders and faith leaders to share information and to solicit views about the district’s existing programs and services. The district leader said that after discussions with the community he created an initial plan that focused on addressing five priority areas for action over the first 100 days. According to district staff, the Vision 2020 plan was created and shared with all school and community stakeholders, including parents, through mechanisms such as the quarterly town hall meetings, the district “App,” and the district’s website. The Vision 2020 document includes a strategic plan and the theory of action

with clear success criteria for each of the “ five pillars.” The district leader confirmed that in his first year he focused on setting a foundation and that next year he will focus on solidifying any improvements made.

- School leaders reported in interviews that the district’s vision is clear, and that the district leadership holds school leaders accountable for implementing the district’s expectations. School leaders said that all school leaders had to create a school focus that clearly outlines the actions needed school improvement and that aligns to the district’s vision. School leaders state that they meet regularly with district leaders and have to bring data to these meetings to demonstrate the progress they are making towards achieving their school focus. School leaders state that district changes are going in the right direction, but that the district has to provide rigorous support and consistent monitoring to ensure school leaders implement the district’s expectations. Although district staff and school staff interviews indicate progress made in the communication of high expectations, the IIT found minimal evidence that these efforts have resulted in sustained improvements in professional practices or student outcomes.

Impact Statement:

- School leaders are being held more accountable and more responsible for school growth and improvement; improvement efforts have not yet resulted in sustained improvements in professional practices and overall student achievement.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- continue to implement the theory of action through addressing the priorities recorded in the Vision 2020 plan.

Statement of Practice 1.3: The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community.

Tenet Rating

Stage 2

Overall Finding:

- The district leadership has reviewed the financial resources of the district and has adjusted processes to increase organizational efficiency. However, district staff has not yet aligned resources to ensure the needs of all school communities are consistently met.

Evidence/Information that Led to this Finding:

- The district leader said upon his appointment he reviewed the resource needs of the district and made some adjustments. The district staff shared that some personnel and staffing changes at both the district and school levels have impacted negatively upon stability and continuity in staffing as some positions remain vacant. However, other changes made have supported better outreach and communication with all stakeholders in the community. One example is the process leading to the

voting day for the district budget for the coming year. The district staff reported in interviews that the Business Management Team used “community forums” to enlarge the audience for consultation to inform the process of building the budget for the coming year. A Citizens Guide to Understanding the Budget was published on the district website. Subsequently, the budget has generated an approval rating of 69 percent, which is an increase from the previous year.

- The district leader reported that he is working with fiscal staff to change how resources are allocated to better match the needs of the different school communities. In previous years, resource funding for schools was decided solely on the number of students enrolled and each student generated the same amount of money per head. School leaders and their staff then had to prioritize how needs were to be met and what resources were to be purchased. District staff reported that the Assistant Superintendent of Business has adjusted the allocation formula to take into account the number of students with disabilities, English Language Learners (ELLs) and economically disadvantaged students enrolled at each school. The district leader stated that the process is designed to support a more equitable allocation of monies, for these sub-groups in the future. However, school leaders state that the current level of support staff provided by the district does not consistently match the level of student need in each school. While, there are some positive moves proposed to better match spending and resources to schools, the district has not yet embedded procedures to make a stronger connection between resource allocation and spending and the impact that this has on improving student achievement. School and district leaders stated that schools are not held accountable for demonstrating how spending or utilization of resources is bringing about school improvement or that spending decisions demonstrate value for money.

Impact Statement:

- While the district has changed the way resources are allocated, the district has not yet embedded protocols to ensure that resource and spending decisions address the needs of students in all schools to promote improved student achievement.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- allocate resources in a way that continues to promote transparency and sets priorities for financial decisions based upon need. Regularly monitor spending decisions to ensure resources align with student support and achievement initiatives.

Statement of Practice 1.4: The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.

Tenet Rating

Stage 2

Overall Finding:

- The district staff has developed a professional development plan (PD) that has expanded training opportunities for teachers through the Portal initiative. However, the district staff does not consistently monitor PD to ensure offerings meet the needs of schools and to hold teachers accountable for implementing strategies learned from PD in classrooms.

Evidence/Information that Led to this Finding:

- The Vision 2020 plan highlights a need for PD focused upon the areas of teaching and learning, data, curriculum and family engagement. During discussions with the IIT, the district staff reported that the intention is for a PD plan to be revised by a collaborative team of district and school level representatives. The district leadership reported that this year, while the plans were being written, the district staff expanded the choice of PD offered and launched the programs through the district's Learning Portal to try to generate greater buy in from teachers. District staff reported in interviews that the catalogue of PD activities and priorities is derived from the outcomes of walk-throughs and from feedback on the needs of schools from school leaders and teachers. The IIT's discussions with district staff indicate that the district minimally uses school or student performance data to identify PD priorities. In addition, discussions reflect that staff have not sufficiently considered the needs and demographics of different schools or staff when devising the PD plan. District staff state that teachers' choices for PD have to be ratified by their school leader before they are released for training. Although some training takes place during the school day, most PD takes place in the evenings or on Saturdays and is voluntary. In addition, few incentives are provided for teachers to attend these voluntary sessions. District staff reported that school leaders are expected to organize and deliver PD at a school level to support their school improvement focus.
- Discussions with district and school leaders reflect that the district offers numerous PD opportunities, and some sessions are mandatory while others are voluntary. However, the district leader acknowledges that limited systems are in place to evaluate the impact of the PD on student learning and teacher practices. The district staff is unable to gauge the PD that has been most effective in terms of the quality and the impact that it brings to schools. The IIT found minimal evidence to show that the district staff plans PD based on data or to meet the specific needs of schools and staff. As a result, the district staff is unable to identify best practices or to follow up on weaknesses in instruction. Evidence gathered from school reviews show that teachers have attended PD activities provided by the district. However, that IIT did not find evidence to show how teachers are being held accountable for implementing the strategies learned in PD into their instructional practices.

Impact Statement:

- The district staff offers PD, but does not have protocols in place to regularly monitor PD to ensure its impact on classroom instruction. As a result, teachers inconsistently implement PD strategies, which limit opportunities for students to consistently receive high quality instruction.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- provide high quality PD to schools that meets the specific needs the school communities and monitor PD implementation to hold teachers accountable for delivering strategies from PD in all classrooms.

Statement of Practice 1.5: The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.

Tenet Rating

Stage 2

Overall Finding:

- The district has initiated Continuous School Improvement (CSI) to support school leaders in collecting, analyzing, and monitoring school level data to respond to areas of student need. While there is evidence of participation and data collection, there is limited evidence of the data being analyzed to form next steps to target intervention to raise student achievement.

Evidence/Information that Led to this Finding:

- The district leadership reported in interviews that through Vision 2020 district staff has emphasized and has made clear expectations for school staff’s strategic use of assessment data to inform academic planning and behavioral interventions for students. The district staff has encouraged the school leaders to use the CSI process to review and evaluate academic data, attendance, and suspension /discipline data to determine actions at a school level and the impact of those actions on school improvement. The CSI involves a cycle of meetings, every 10 weeks, where school leaders bring data and evidence to confirm the progress they are making towards achieving the school focus. Both school and district leaders confirm that two CSI meetings have taken place and that there are some early indicators of success. The district staff reported that they also use CSI data and the results from other sources to target follow-up actions. For example, the January Regents’ outcomes were analyzed and decisions were made at a district level to build in structures that would enable students not on track, to graduate through targeted intervention and support.
- School and district leaders report that the use of data to identify strengths and weaknesses in academic performance is in need of improvement at the school and classroom level. School leaders state that many teachers are not skilled at analyzing and interpreting data to drive instruction, to group students, or to make curricular adjustments. During the school reviews, the IIT found that school leaders and teachers do not consistently use data to identify aspects of school, student, or content area performance that is need of improvement or to track the progress of students or the school. During the school reviews, both teachers and school leaders interviewed by the IIT reported that staff needs additional high quality PD in data analysis and usage to enable school staff to meet the needs of all students. The district leadership reported that district staff needs to analyze data deeper to establish specific targets at the district and school level to drive forward much needed improvements. For example, the district has set a target of a two percent improvement in graduation rates this year,

but has not yet carried out an analysis to identify the number of students on track for graduation or to determine the interventions needed to address the weaknesses.

Impact Statement:

- The district has not yet established a data-driven culture where all stakeholders fully understand how well schools and students are performing, which limits students’ pathway to academic success.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- ensure that leaders provide consistently analyze data available from assessments and teacher evaluations to determine the impact of interventions on student achievement. Monitor staff use of data and modify practice as needed to ensure the needs of all students are met.

This section provides a narrative that communicates how school communities perceive the support provided by the district.

<p>Statement of Practice 2.1 - School Leader Practices and Decisions: The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.</p>	<p>Tenet Rating</p>	<p>Stage 2</p>
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Overall Finding:

- The district leadership is beginning to create systems that are designed to promote reciprocal communication with school leaders and provide support to school leaders. However, more work needs to be done by the district staff to ensure all schools receive equitable support and resources to meet the needs of the school community.

Evidence/Information that Led to this Finding:

- School leaders state that communication between the district, schools, and the community has been enhanced by a range of mechanisms introduced by the district leadership, including texts, emails, and newsletters. School leaders report that the emails and the weekly Gold Back news bulletin helps keep school leaders informed about district initiatives. District staff reported and school leaders confirmed that a district level coach is assigned to mentor each school leader and is available through text and telephone to discuss and address professional issues. During discussions with the IIT, school leaders reported that a weekly in person meeting with coaches was established, but that staffing and scheduling issues has limited the number face-to-face meetings. School leaders did share that the coaching relationship has helped school leaders to understand the district leadership's expectations for school leaders.
- School leaders state that the district's Vision 2020 plan prioritizes the development of school leaders as instructional leaders as well as managers. School leaders report that they have received support through the New York City Leadership Academy program. As part of this program, school leaders identified a building level focus for instructional improvement and the district leadership coached school leaders on topics relating to this focus area. Although school leaders state that some of the systems in place have helped to enhance their leadership skills, school leaders report that they need additional and rigorous support to transform current efforts into impactful changes in classroom instructional practices and student achievement. One area identified that school leaders expressed concern about is teacher evaluation. School leaders stated in interviews that the teacher evaluation tool does not support school leaders in eliminating weaker instructional practice. School leaders indicate that the current approach to teacher evaluation produces inflated ratings and does not allows school leaders to target teachers' areas of weakness that need follow-up.
- During discussions with the IIT, school leaders reported that planned PD should target the individual needs of school, and school staff needs additional training in the use of data. In addition, school leaders shared that the district's provision for special education is the weakest area of support offered. For example, only five of the thirteen schools have support teams comprised of counselors, social workers, a nurse, and a psychologist. School leaders state there is a need to review resource allocations to ensure the needs of each school are equitably addressed to support students.

Impact Statement:

- School leaders are clear about the district's expectations but without equitable and rigorous support from the district, the school leaders' ability to translate expectations into sustained school improvement is limited.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- sustain and where appropriate increase the district coaching support for school leaders including regular in person meetings with the responsibilities of the coach and school leader clearly defined and documented. Develop a rigorous monitoring system that includes the collection and analyzing of data to show the impact that the coaching relationship has on leadership, teacher development, and student achievement.

Statement of Practice 3.1 - Curriculum Development and Support: The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.

Tenet Rating

Stage 2

Overall Finding:

- The district staff has circulated modules to schools that are designed to engage teachers and school leaders in the process of aligning their instructional practice to Common Core Learning Standards (CCLS) the common core. The district leadership has adjusted staff and recently, has provided explicit directives about CCLS implementation; however, the changes are new and the impact in classrooms is not yet evident.

Evidence/Information that Led to this Finding:

- School leaders confirm that the district's restructuring of staff and providing clear direction has helped school staff to implement instruction aligned to the CCLS. The district staff reported in interviews that the Assistant Supervisor of Curriculum and Instruction is a key person, appointed to support school leaders in the drive to improve classroom instruction and curriculum development at both the district and school level. In addition, the instructional coaches have responsibility to support teachers in delivering classroom instruction. School leaders shared that in the past teachers felt that the common core modules were issued without appropriate levels of resourcing and explanation. Some school leaders shared that initially support was limited, but this year there has been some improvements. However, school leaders share that some teachers still lack confidence in adapting modules to meet students' needs, particularly in special education settings. School leaders added that more resources and PD are needed to support the continued implementation of CCLS and that district should closely monitor CCLS implementation to gain greater insight into the difficulties schools and teachers face.
- During discussions with the IIT, district and school leader shared that some teachers have used the Portal to request more PD on classroom strategies including differentiation and the use of data to modify the curriculum to meet student need. School leaders indicate that this district has provided resources to support teachers of English Language Learners (ELLs). For example, teachers now have

instructional texts in Spanish aligned to the CCLS. In addition, there have been eight new appointments made of secondary level teachers to support ELLs through co-teaching, and there is a plan to dedicate two instructional coaches to support instruction in this area. During the school review, school leaders and teacher state that these steps are positive but recognize that the initiatives are new and procedures need to be put in place to rigorously monitor the support and teaching to ensure it positively influences student achievement.

Impact Statement:

- Improvements to how teachers are using CCLS modules in classrooms, resources and PD to support ELLs are relatively new and without rigorous monitoring of their impact, the district will not be able to gauge their success.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- develop systems to evaluate the impact of how well the curriculum meets the needs of all students, particularly students with disabilities and ELLs.

Statement of Practice 4.1 - Teacher Practices and Decisions: The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.

Tenet Rating

Stage 2

Overall Finding:

- The district staff has launched voluntary PD opportunities through the electronic portal to expand PD offerings; however, the district has not used multiple sources of data to plan and evaluate PD to ensure PD meets the needs of individual schools.

Evidence/Information that Led to this Finding:

- School leaders confirmed that the district has written, in collaboration with teachers, a PD plan for teachers. In addition, the district staff has expanded PD to include options via the Portal Initiative. District leadership reported in interviews that information gathered from walk-throughs and discussions with school leader informs the PD plan. During discussions with the IIT, school leaders reported that teachers are beginning to respond positively to the voluntary PD, and there are plans being developed for teachers to get credit for the courses they attend, through the formation of a career ladder. School leaders report that more staffing and training opportunities are necessary to ensure the district's expectations for all schools staff to analyze and use data to inform practice to become a reality. School leaders also indicate that they would like the district staff to use individual school demographics, school data, and the individual goals of school to plan PD that closely matches

individual school needs.

- District leadership report that district staff has established an instructional coach system within each building to support teachers. The coaches are required to teach one period a day to create a “learning lab” for other teachers to visit model instruction as needed. The coaches then support the teachers throughout the day. The coaches also develop PD to meet the needs of the teachers that are aligned with the building PD Plan. School leaders confirm that the coaches are providing an additional level of support to help raise standards of classroom instruction. However, the IIT found minimal evidence to show that the district is collecting quantifiable data to demonstrate that the coaches’ efforts are having the desired impact.
- School leaders report that school leaders are being trained in the CSI process to begin using data to track progress and inform action steps needed to improve student outcomes. However, only two meetings have taken place on the CSI initiative and, therefore the district has not yet evaluated the training for impact upon school instruction.

Impact Statement:

- A lack of a rigorous system for using data from multiple sources such as school performance, teacher needs, and classroom observations to determine PD needs hinders the district staff’s effort to specifically align priorities for PD with the needs of schools.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- revisit the classroom visitation/walk-through tool to determine if the data being collected is adequate and can be used to target PD need.

Statement of Practice 5.1 - Student Social and Emotional Developmental Health: The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students’ social and emotional developmental health.

Tenet Rating

Stage 2

Overall Finding:

The district staff has provided some opportunities and resources to support students’ social and emotional developmental health. However, school leaders report that the district has not provided equitable support or adequate staffing to meet the social and emotional needs of all students.

Evidence/Information that Led to this Finding:

- Support staff interviewed by the IIT confirmed that the district collaborates with various community-based organizations to help support students beyond the school day and that there are activities that happen in isolated pockets throughout the district to support student social emotional developmental health. School leaders shared that, although PD is being offered through the Portal, the PD does not

effectively target need at an individual school level. The district offered training to some teacher aides on positive behavior and supporting teachers; however, school leaders stated they were not aware of the training in advance and that attendance by school staff was low. In addition, some special education teachers were offered time to work with a psychologist to guide school staff in the use of data in supporting student social emotional developmental health; however, school leaders indicated that this PD was not offered to all schools, and there is no formal district-wide system in place that targets PD support, through needs analysis.

- When interviewed by the IIT, school leaders reported that district support, particularly in providing appropriate levels of staffing to address student social and emotional developmental health is limited. School leaders state that supports for students with disabilities needs improving as thirteen schools share the support personnel housed at five schools. School leaders report that the district staff has restructured special education positions over the last two years. The school leaders shared that four supervisors of special education positions were reduced to three positions and that one of three remaining positions is currently vacant. The district has implemented new intervention services by appointing a Director of School Support and a supervisor for support staff; however, there is no formalized system to inform need and to distribute resources equitably. School leaders shared that these changes in personnel have affected the school leaders’ ability to provide appropriate levels of support to students and their families.

Impact Statement:

- The absence of a district-wide plan underpinning allocation of staff and a formalized PD program to support school and student need is adversely effecting support for student social and emotional developmental health at a building level.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- develop a comprehensive system for student social and emotional developmental health with clearly defined roles for stakeholders. In addition, provide Tier one, two, and three level PD supports to all staff district-wide to ensure that schools are able to plan for and meet the social and emotional developmental health needs of all students. Develop a district-wide monitoring system to regularly collect, analyze, and review student social and emotional developmental health data.

Statement of Practice 6.1 - Family and Community Engagement: The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.

Tenet Rating	Stage 2
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Overall Finding:

- The district staff employs some mechanisms to communicate with families. However, the absence of a

family and community engagement plan hinders the district staff's efforts to support strong partnerships between schools and families to promote student success.

Evidence/Information that Led to this Finding:

- School leaders report that the district leader and district staff work collaboratively with schools to communicate with families. For example, the district staff attends quarterly town hall meetings, and upon request, attends community meeting at the schools to share information. In addition, school leaders share that district staff provides some translation of school and district documents in different languages. School leaders report that the district staff's approach to disseminating information to parents via electronic formats such as twitter, Facebook, school messenger, and the district App for smart phone has helped to improve communications with parents. During discussions with the IIT, school leaders shared that while the district supported communication initiatives have had a positive impact on home-school relations, the lack of a formal comprehensive family and community engagement plan limits opportunities for consistent reciprocal communication between parents and the school and district staff in support of student success.
- Evidence from school reviews indicates that parents are not offered PD to help them support their children academically and emotionally.
- School leaders state that the district leader has established meeting forums to bring partners together to begin to develop systems of support aligned to the mission and vision. For example, the district staff has initiated relationships with colleges and universities, local media outlets, editorial boards meetings. In addition, the district leader connects with students, parents, educators, and administrators through the town hall meetings. School and district leaders concur that the meeting forums are a work in progress. The district staff did not provide the IIT with formal evidence of the impact of these initiatives on parent engagement.

Impact Statement:

- A lack of a formalized family and community engagement plan impedes the district's efforts to build partnerships with parents and the community to increase students' chances of academic success.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- develop a long-term district-wide family and community engagement plan that includes goals that will be monitored to increase reciprocal communication between the home and school to improve student success. Ensure that the plan includes the establishment of partnerships that provide parents access to resources and training to empower families to support students in the areas of academic success and social and emotional developmental health.